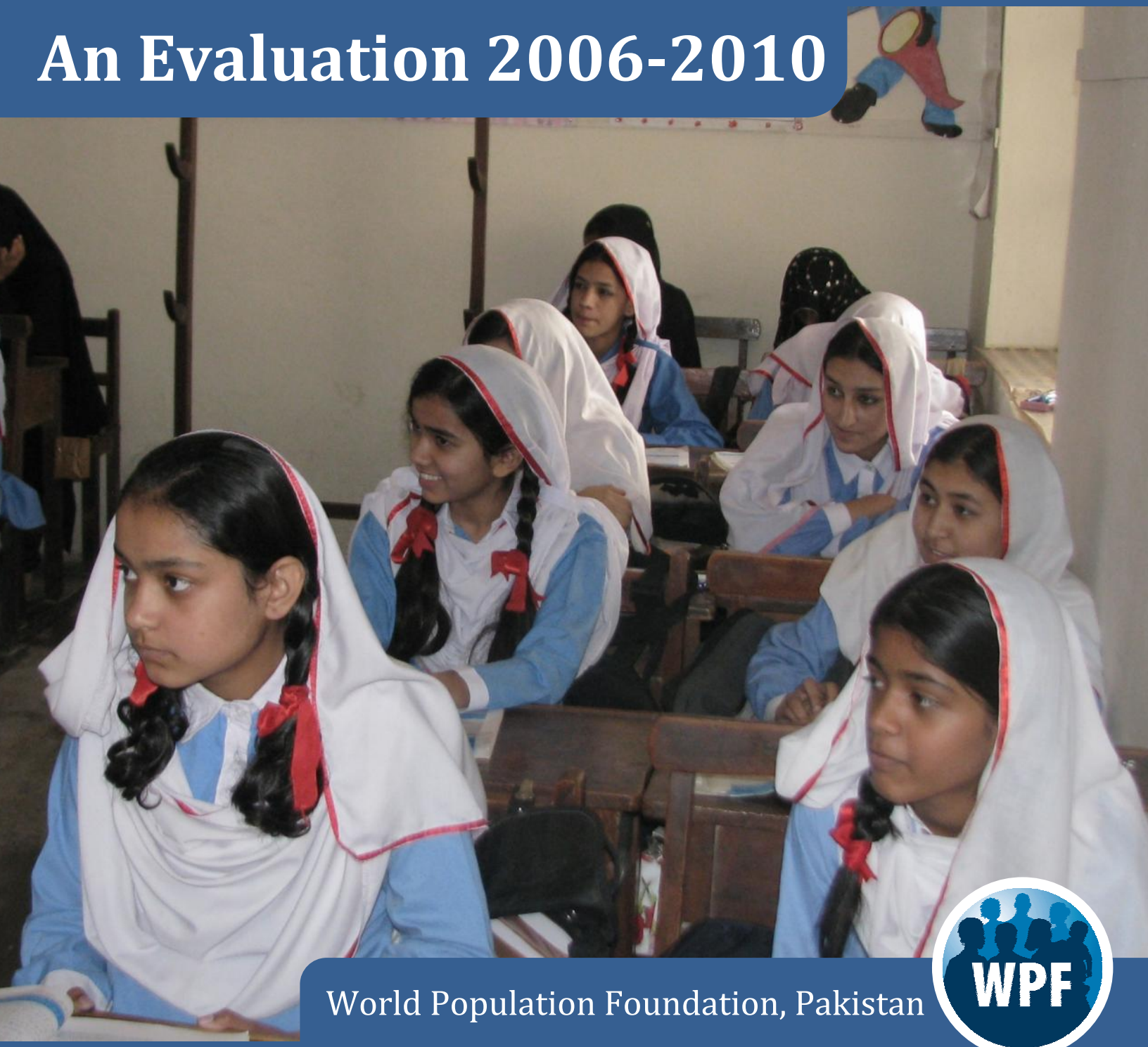
Life Skills Based Education Programme in Pakistan

An Evaluation 2006-2010



World Population Foundation, Pakistan

World Population Foundation

Life Skills Based Education Programme in Pakistan

An Evaluation

2006 - 2010

An assessment of the relevance, effectiveness, efficiency, impact and sustainability of the life skills based education (LSBE); a flag ship project of WPF (2006-2010). The evaluation involved an in depth analysis of the design, implementation, and sustainability, which will help in devising future strategies for LSBE programme of the World Population Foundation, Pakistan.

List of Acronyms

CSE	Comprehensive Sexuality Education
DoE	Department of Education
EDO (E)	Executive District Officer (Education)
DEO	District Education Office
EU	European Union
FGD	Focus Group Discussions
GoP	Government of Pakistan
HANDS	Health and Nutrition Development Society
HQs	Head Quarters (WPF Netherlands)
IDIs	In-Depth Interviews
IEC	Information, Education, and Communication
IPs	Implementing Partners
KAP	Knowledge, Attitude, and Practices
KPK	Khyber Pakhtunkhawa
LBSE	Life Skills Based Education
M&E	Monitoring and Evaluation
MoU	Memorandum of Understanding
MT	Master Trainers
NACP	National AIDS Control Programme
SRH	Sexual and Reproductive Health
SRHR	Sexual and Reproductive Health Rights
SRHRE	Sexual and Reproductive Health and Rights Education
PDF	Programme Development Forum
PF	Packard Foundation
PIDS	Participatory Integrated Development Society
PPAF	Pakistan Poverty Alleviation Fund
PRF	Performance Review Forums
ToMT	Training of Master Trainers
ToT	Training of Teachers
UNFPA	United Nations Population Fund
WHO	World Health Organization
WoS	Whole of School [Activity]
WPF	World Population Foundation

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Foreword

I am very pleased to share with you the evaluation report of the five years life skills based education (LSBE) programme (2006-10) of the World Population Foundation Pakistan, which presents the lessons learned, practical strategies employed and approaches taken over the period of time. WPF focuses especially on young people's sexual and reproductive health rights and youth participation. The foundation advocates supportive laws and international agreements that contribute towards an enabling environment that promotes sexual and reproductive health rights to all populations. WPF has an excellent track record in Pakistan in the field Adolescent Reproductive Health. Adolescent reproductive and sexual health is very low in the priority list of public policy makers in Pakistan in spite of the hefty youth bulge. WPF has developed ground breaking resources (workbooks, manuals and videos) based on indigenous research. These resources have been successfully used and tested in almost all provinces and settings of the country. This has provided valuable experience to the organization based on which it continues working to improve the quality of the life of young people.

It is a good opportunity to reflect on the overall experience of carrying out the evaluation study which led us all through an uneven yet exciting journey. This study provided an exciting experience to review five years of implementation; experience of working with different implementing partners from government and private sector in various districts across the country; and met many energetic students and teachers in different schools which not only provided essential reflection on the programme but also provided an asset of a deepened insight on the implementation and Monitoring and Evaluation of school based education programme.

This study provides a wealth of information about the practical and workable approaches, strategies and provides evidence based recommendation for organizations working on the Life Skill Based Education of young people. Overall, WPF has generated a desire for continuation of LSBE education among all stakeholders including students, district education departments, school administrations and teachers. On the other hand, there is a pressing need for involving parents and media in the LSBE for an increased acceptance in the community.

I acknowledge the efforts of partner organizations that deserve to be accredited for their interest and insight into LSBE and for their commitment with working for young people. I also extend my gratitude to PME and SRHR programmes of WPF for their efforts in developing the LSBE programme, carrying out this evaluation and generating recommendations for future planning.

World Population Foundation is committed to furthering the idea of Life Skills education and to advocate its incorporation into the mainstream curriculums in coming years by establishing a model of SRHR education for young people.

Qadeer Baig

Country Representative for Pakistan

Executive Summary

Life Skills Based Education in schools; World Population Foundation's (WPF) flagship programme in Pakistan, is a channel to provide information and skills on Sexual and Reproductive Health and Rights to the young people and empower them to adopt safe health-seeking behaviors and protect themselves from abuse, exploitation, drugs and disease.

Purpose of the Evaluation: The main objective of the evaluation was to assess the programme performance against its functional objectives i.e. development of a rights based comprehensive sexuality education programme (design); development and implementation of a need based LSBE curriculum and training manual (implementation); sustainability of the intervention; and contribution towards the integration of LSBE in national secondary schools' curriculum. The evaluation involved an extensive analysis of the design and implementation of LSBE project during the last five years i.e., 2006-2010.

Methodology: For the purpose of evaluation, programme was assessed for its relevance, effectiveness, efficiency, impact, and sustainability, using both qualitative and quantitative methodologies. Five of the 12 programme districts were selected through purposive sampling. Field visits were carried out to the five sampled districts, where focus group discussions, in-depth interviews, and informal group discussions were conducted, while the quantitative findings are based on the pre and post tests carried out with LSBE students. Desk review of the similar initiatives in the country and region further enriched the evaluation team's understanding of LSBE project and was used during analysis of results.

Desk Review

Contextual Analysis showed that life skills education initiatives in Pakistan can be broadly distributed in three main categories i.e., Life skills education in formal schools; interventions for out of schools youth; and HIV/AIDs awareness programmes. One of the commonalities among all categories is the involvement of youth, either directly or indirectly as beneficiaries of the interventions. Parental involvement is considered as an important component of sexuality education programmes, but there is limited evidence on parents' active involvement in designing and implementation of such programmes in Pakistan. By and large, efforts towards realization of its inclusion in secondary schools' curriculum; and efforts towards meaningful measurement of the impact are some of the features of life skills education in Pakistan.

Policy Analysis Life skills or sexuality education was not a priority for GoP up till a couple of years ago, but now envisions an enabling policy environment particularly due to the recent developments in national policies for Youth, Education and Population. Current government policies also show an encouraging environment for civil society organizations' innovative interventions in SRHR education at schools and colleges level. National Aids Control Programme (NACP) is also planning a life skills project which is currently in its inception phase. A careful analysis of the current demand and supply model and the 18th amendment, which empower provincial governments in decision making shows that in future focus should be on engaging relevant government functionaries at district, provincial and central levels, to create an ownership of life skills interventions among the relevant departments.

Findings

Results of the evaluation study indicate significant success of the LSBE programme in achieving its conceptual goal i.e. an initiative for adapting and testing a culturally sensitive life skills curriculum. Analysis of the process as well as impact of the intervention showed that the programme has a list of achievements to its credit.

Relevance: The findings show that the concept of LSBE is relevant to the needs and rights of young people in respective districts, and is in tune with cultural and religious values. A positive attitude is observed towards LSBE and its objectives with a desire for its continuation among the students and teachers involved in the project.

Although, minor objections were raised on inclusion of certain sessions (e.g. masturbation, and wet dreams), inputs of religious fraternity in reviewing curriculums proved effective in toning down the resistance. Building linkages and rapport with the department of education as priority areas has proved to be a successful strategy for ensuring compliance from local schools.

Efficiency: Partnerships with local implementing partners were based on relevance of the project objectives with their visions and missions, which led to a successful expansion and wider implementation of the programme. Overall, the programme was efficiently implemented by involving all partners in development of work plans and M&E frameworks. On an average, considering the overall spending on programme implementation, per student cost was approximately PKR 741 (€ 6.4). Similarly, the cascade approach for teachers professional development led to an economical model and the cost for training for each teacher was approximately PKR 2,750 (€ 25).

Effectiveness: The role of WPF was termed as very effective throughout the implementation with few delays of workbook provisions due to constant reviews and contextualization. Repeated consultations with the partners and WPF staff during this study highlighted a need for fine tuning the existing minimum standards or criterion for engaging partners in future. The programme's effectiveness is shown by its achievements as promised in project document, i.e.

- A model of SRHR package for youth in formal schools system and
- Development of SRHR education curriculums for young people [level-I including life skills & level-II addressing the SRHR components], teachers' LSBE guide and a training manual for Master Trainers (MTs).
- Development of a pool of 145 master trainers in the targeted districts in four provinces.
- Building the capacity of 1,708 teachers as LSBE educators and
- Provision of life skills to 92,649 boys and girls, in 681 secondary schools

Impact: Analysis revealed an increase in students' knowledge regarding life skills and SRHR after completing the curriculum. Similarly, a positive attitudinal change was also observed in the students, for example, the traditional gender roles [i.e. male are responsible for earning, male are powerful and strong and females are weak etc] were deconstructed as a result of life skills education. However, there is a need to develop better gauges to measure the behavior change as a result of LSBE education.

Sustainability: The sustainability indicators also show an encouraging picture in terms of ownership of SRHRE concepts, objective and strategies. Similarly, incorporation of LSBE in other initiatives of WPF and funding by different donors to WPF's partners for LSBE also indicates the sustainability factors of the programme. However, resource mobilization is a challenging factor for financial sustainability.

Conclusions and Recommendations

- With continuous advocacy efforts at multiple levels, WPF developed a mandate for working with policy makers for the inclusion of life skills as a necessary component in the national education policy. As a result of concentrated efforts, it is now clearly mentioned in the National Youth Policy and National Education Policy developed in 2009 that LSBE will be promoted through secondary education, thus making conducive environment for future similar initiatives. This achievement also reflects the relevance and need of the programme in Pakistani context.
- In terms of assessing the processes, strategies, and tools of the programme, triangulation of quantitative and qualitative data highlighted the pros and cons of specific initiatives. Learning forums, Professional Development Forums (PDFs), and Performance Review Forums (PRFs) were recognized as effective strategies for increasing the reach out of the project. These forums served as an in-built mechanism of sharing and identifying gaps in interventions with proactive ideas for addressing the challenges. The study also revealed the importance of school administration [schools' heads] in nominating teachers as LSBE educators. However, their role needs to be redefined for a more pivotal role in coordination, monitoring

and implementation of life skills project as their commitment with the programme is often the driving force behind an active implementation of the curriculum in the school.

- The cascade approach in capacitating LSBE educators proved to be an effective model, in terms of sustainability [building on community (MTs) resources], cost effectiveness and with regard to providing a support structure at school level in the form of Master Trainers. However, an implicit threat of losing complex important information while following cascade model has been there. Besides, absence of any monetary incentive to teachers affects their motivation to learn and adopt new strategies. These challenges can be managed with regular refreshers and recognitions for teachers. Secondly, the willingness of teachers in the selection process and retention of previous teachers will also be prioritized in future programming. To create a support structure and raise awareness at departmental and school levels culturally appropriate IEC materials needs to be developed.
- The pre and post test analysis shows notable impact on students in deconstructing the traditional roles of gender as a result of life skills education. The quantitative data also shows some improvement in skills like communication, decision making and protection from risky situation/behaviors among boys and girls. Measuring the behavioral changes is always an evolutionary concept among different behavior change projects. Therefore, the existing pre [and post] test needs to be rearticulated in terms of contents and administration for maximum benefit and measuring behavioral changes among the primary beneficiaries of the LSBE project.

Overall, WPF has generated a desire for continuation of LSBE education among all stakeholders including primary beneficiaries [students], district education departments, school administrations and teachers. On the other hand, there is a pressing need for expansion of LSBE programmes with increased parental involvement for maximizing community participation and ownership.

I Introduction and Background

1.1 Introduction

World Population Foundation (WPF) is one of the leading organizations in Pakistan in the field of Sexual and Reproductive Health & Rights (SRHR). WPF envisages improving the health of young people by providing them information related to their sexual and reproductive health through comprehensive sexuality education. However, after conducting a thorough need assessment for adolescents' health and life skills in five districts of Pakistan, and considering the conservative environment in the country, a life skills based education programme was tailored to enhance knowledge, improve attitudes, and teach skills to practice these behaviors in their day to day lives. A major outcome of the programme was development of a culturally apposite curriculum, and a training manual for life skills education in Pakistan.

Inclusion of life skills based education into the mainstream curriculum has always been an ultimate goal of the WPF's SRHR education programme. This report gives an assessment of the relevance, effectiveness, efficiency, impact and sustainability of WPF's life skills based education (LSBE) programme during last five years i.e. 2006-2010. The assessment involved an in depth analysis of the design, and implementation with an aim to use the findings in devising better strategies for scaling up LSBE programme of WPF. This document will also help stakeholders within the government and development agencies in developing their plans of action for integration of LSBE into education system as envisaged in the National Education Policy (2009).

In order to assess the relevance and technical soundness of WPF's LSBE programme, it was compared with the similar endeavors in the region, and with the other life skills or sexuality education initiatives in Pakistan. The following pages give a brief overview of some such examples.

1.2 Background

Adolescence is a complex yet fascinating phase of life characterized by its vigor, valor, and vitality; requiring guidance and direction to make healthy and informed choices. During adolescence, young people do not only face the challenge of establishing their emotional and psychological independence, they also have to understand and manage their sexuality while paving way to make their space in society. The values and skills they develop during this time can critically shape their lives as well as the future of the society through immediate or long-term consequences.

In the absence of reliable sources of information and supportive relationships, adolescents encountering difficult situation or pressures often fail to recognize even the imminent dangers involved which can result in negative consequences. Adequate and timely education by focusing on knowledge, skill building, and improving attitudes, can empower young people to channel their energies in a responsible manner. Life skills - a construct contributing towards development of young people - are the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life[1]. Due to the relative novelty of the idea, understanding and conceptualization of life skills has been a subject of in-depth research in South Asia during the

[1] World Health Organization (WHO)

> *"[Life skills are the] abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. In particular, life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner"*
>
> *WHO (2001)*

recent past. However, it has not been an easy task because of a general reluctance towards acknowledging sexuality of adolescents and limited or no youth friendly services, structures, or systems to support promotion of life skills education.

In Pakistan, of the total adolescents getting married only 31% of girls and 41% boys know about the body changes that they go through[2]. The youth are generally lacking in appropriate life skills to cope with the pressures of this transitional phase and make informed choices. It has been learnt during the similar projects on LSBE that there are no information sources like television, radio, newspapers or internet available to the students in Madaris. Moreover, this group have little or no trusted adults especially girls, and their parents are equally unaware about their rights, roles and responsibilities[3].

Schools are a platform to reach large numbers of young people, where life skills can not only be taught as a subject but can be pursued and reinforced by creating an enabling environment. Unfortunately, current education system of Pakistan has little focus on development of necessary life skills required to foster analytical thinking and healthy behaviours. Furthermore, the general reluctance to talk about sexual and reproductive health related topics makes it even more difficult to teach SRH rights and skills in the schools. Taking up on this challenge, WPF initiated a Life Skills Based education programme with the main objective to develop a model of SRHR package for youth in formal school systems that includes;

- SRHR education curriculum for adolescents, and a teachers' guide
- Development of a pool of master trainers in the targeted districts
- Building the capacity of selected teachers as LSBE educators, and
- Provision of SRHR education to young boys and girls in the target districts

1.3 Programme Overview (2006 – 2010)

Life Skills Based Education (LSBE) is a flagship programme of WPF that is being implemented since 2004 with slight shifts in the focus and execution strategies. The aim of the WPF's LSBE programme was to provide rights based comprehensive sexuality education to young boys and girls across Pakistan by creating a positive and conducive environment to exercise these rights. However, the major components of the programme have been based on the WHO guidelines for life skills education and included;

- Self awareness and Empathy
- Decision making and Problem Solving
- Creative and Critical Thinking

[2] Pakistan: World's youth datasheet 2006
[3] WPF, LSBE for religious schools (Madaris) 2009

- Communication and Interpersonal Skills
- Coping with Emotions and Stress

The early phase of the Programme was characterized by the needs assessment of adolescents in Pakistan, development of Life skills curriculum and teacher's manual, roll out trainings for teachers, and an evaluation of the project. Whereas, advocacy for integrating life skills into the standard curriculum of the government of Pakistan has always been an integral part of WPF's programme.

Table1.1: Overview of the Project progress and outputs (2006-2010)

Year	Geographic coverage	Partners	No of schools	Students	Teachers	MTs
2006 - 07	Multan, Karachi, Hala (Hyderabad), Quetta & Pishin, Peshawar	APWA, HANDS, PIDS, PVDP	162	16,624	369	00
2008	Peshawar, Karachi, Matiari, Quetta, Pishin, Gujranwala, Lahore, Multan, Vehari, Dadu, Gilgit, and Faisalabad	PVDP, PIDS, AwazCDS, AAS, HANDS, Sarsabz Foundation, TDC, TRD, and AKSWB,P	181	17,165	370	46
2009	Nowshera, Sialkot, Peshawar, Faisalabad, Vehari, Quetta, Dera Murad Jamali	PEAD, SHADE, PVDP, PIDS, SARSABZ, AWAZ CDS	151	29,561	406	42
2010	Nowshera, Sialkot, Peshawar, Faisalabad, Vehari, Quetta, Dera Murad Jamali	PEAD, SHADE, PVDP, PIDS, SARSABZ , AWAZ CDS	187	29,299	563	37
Total			**681**	**92,649**	**1708**	**145**

Scope of the Programme:

Scope of the LSBE programme was extended during the evaluated period i.e. starting with six districts in 2006; WPF increased its outreach up to 12 districts in 2009. Changes in the scope of programme were due to multiple factors including funding, donor request, or performance of the implementing partner.

Evolution of the LSBE Curriculum:

Based on the needs assessment study conducted in 2004, initial LSBE Manual was developed in consultation with international as well as local experts and included 17 modules on different issues surrounding basic health and hygiene, adolescents' sexuality, communicable diseases like HIV & AIDS, gender roles and communication and negotiation skills etc.

To bring innovations in the project and to enhance its outreach to maximum youth, it was decided to revise and rationalize the LSBE curriculum in 2008. It was decided to divide the curriculum into four levels to be implemented in classes from 7^{th} to 10^{th}. However, due to the need for colossal amount of commitment required from the already over burdened schools, it was minimized to two levels in2009 i.e., level-I to provide information and education on basic life skills; and level-II with focus on providing information on SRHR related issues faced by young people. Separate level-II workbooks were developed for boys and girls.

1.4 Objectives of the Evaluation Study

The overall objective of this evaluation was to assess the programme's performance during the last 5 years against its functional objectives, i.e.,

- Development and implementation of a rights-based SRHR programme for groups of young people in selected districts of Pakistan (in formal and non formal education systems etc.)
- Development and implementation of a need-based LSBE curriculum and training manual
- To create a pool of certified Master Trainers on LSBE for sustainability of the intervention
- To contribute in the integration of LSBE in the national curriculum through advocacy activities

1.5 Methodology

The evaluation study was carried out using a mixed methods approach, i.e. including both qualitative and quantitative tools.

Desk Review:

The evaluation included a comprehensive desk review of key organizational and programme documents, financial reports, and an analysis of similar initiatives in the country. List of all the documents reviewed is available as annexure.

Qualitative tools:

Focus Group Discussions (FGDs) with students and teachers, Individual In-depth Interviews (IDIs) with principals/Head Masters, IPs' LSBE teams and district education department were carried out as part of the qualitative methodology. [Annexure]

Quantitative tools:

The basic aim of the Pre and Post test was to record the impact of LSBE course on the students in terms of behavioral changes i.e. Knowledge, Attitude and Practices (KAP). SPSS package was used for analyzing [frequencies and cross tabulation] the pre and post test data collected from 5 sample districts.

Sampling methods:

For the evaluation, five districts were randomly selected out of the total twelve programme districts. Key stakeholders were identified for the in depth interviews, while purposive sampling was used for selecting the respondents of the focus group discussions. On the other hand, for quantitative analysis, pre post test data for year 2008 was conveniently selected because of minimum number of errors and discrepancies in that data set. Details of the sample used for the study is given in the following table;

Table 1.2: Study Respondents and Tools

Respondents	Students				Schools and Teachers				WPF	IPs		DoE
Method/Tools	Pre and Post Test		FGDs, Students		IDIs, HM		FDGs, LSBE Teachers		IGD	IDIs		IDIs
District	Male	Female	Male	Female	Male	Female	Male	Female	LSBE team	CEO	LSBE Team	EDOs
Mitiari	2473	1183	1	1	1	1	1	1	1	0	1	2
Quetta	205	712	1	1	1	1	1	1	1	1	1	2
Faisalabad	1249	1354	1	1	1	0	1	1	1	1	1	2
Vehari	1277	1501	1	1	1	1	1	1	1	1	1	1
Peshawar	2493	3199	1	1	1	1	1	1	1	1	1	2
Total	**7697**	**7949**	**5**	**5**	**5**	**5**	**5**	**5**	**5**	**4**	**5**	**9**

Note: average 9-12 participants per FGD

1.6 Limitations of the study

1. Although the existing pre and post test tool was used for quantitative analysis, it was not properly catering all aspects of Knowledge, Attitude and Practices (KAP) survey. The findings are based on actual data as recorded during pre and post tests. Secondly, due to the large numbers of students in LSBE over the years, pre and post tests of 2008 were selected for analysis and the findings were generalized.
2. LSBE Education and SRHR education is being used interchangeably in the document, as the curriculum focuses on both LSBE in level 1 and SRHR in level 2.
3. The comparative approach of LSBE initiatives in Pakistan is based on the understanding of evaluation team from the web data available on websites of different organizations working on LSBE in Pakistan and data collected through a questionnaire.

II Review of Policies and Programmes

Across Asia, there are many good examples of school based life skills programmes which brought positive impacts on the knowledge, attitude, practice, and behavior of students and teachers. Like WPF, most of these programmes have their values based on the ICPD[4] and thus believe life skills as part of a rights-based approach to learning; children are fundamentally entitled to quality education that respects their dignity and expands their abilities to live a life they value and to transform the societies in which they live[5].

The Adolescent Education Programme (AEP) in India was one of the key policy initiatives Ministry of Human Resource Development and NACO (National Aids Control Organization) to develop a school-based programme that implemented in secondary and senior secondary schools with the objective of reaching out to about 33 million students within two years. Under the project curricular adolescence education in classes IX-XI and life skills education in classes I- VIII were provided to young girls and boys in schools. The important aspect of their curriculum was the contextualization of life skills programmes allowing the state and Union territories' governments to include local issues of importance to the curriculum.

Likewise, UNESCO Bangkok[6], worked in gender responsive life skills based education, which was termed successful in incorporating gender in the life skills education programme by providing equal opportunity to boys and girls for discussing various factors affecting their lives either directly or indirectly. With its particular emphasis on critical thinking and problem-solving, a life skills-based approach that puts gender- responsiveness at its core, this initiative was uniquely qualified in promoting gender inclusiveness and empowerment, particularly for girls from disadvantaged backgrounds.

In Pakistan, National AIDS Control Programme (NACP) in collaboration with UNICEF[7] conducted a need assessment study[8] in 2005 to assess the health and social needs of young people in Pakistan. In light of the findings from this assessment, NACP identified life skills based education as an essential tool for the prevention of HIV/AIDS which should be incorporated into the formal schools systems. As a result of this recommendation, UNICEF initiated the Empowerment of Adolescents (EAP) project to in-school adolescents in six districts[9], and WPF expanded its existing LSBE programme.

Similarly WPF's LSBE programme in formal schools systems based on the findings of a qualitative survey[10] to identify needs and issues of young people in Pakistan was carried out in five districts of four provinces. The survey included interviews with 356 boys and girls and 154 male and female teachers of public and private schools. The programme was implemented in 12 districts across Pakistan through its implementing partners where LSBE was provided as an extra-curricular activity in school hours. An impact assessment carried out by WPF in 2007 showed that 70% of the identified schools were using LSBE curriculum, while 84% of the trained teachers used LSBE manual

[4] International technical guidance on sexuality education UNESCO 2009
[5] Website of Sau Sary Foundation, Cambodia
[6] Gender responsive life skills based education, UNESCO Bangkok, 2008
[7] UNICEF 2005
[8] WPF was also part of that study in 2005
[9] LSBE in South Asia, UNICEF 2005
[10] Need Assessment WPF 2003-04 Pp-7

and adapted to the interactive teaching methodologies[11]. Besides a rapid expansion of the project showing an increase in demand for LSBE, the impact assessment also reported an encouraging increase in knowledge, attitudes and skills among students and teachers.

2.1 LSBE in Pakistan: A Policy Analysis

Recent policy developments in Pakistan, namely the 18th amendment has brought some fundamental changes by devolving Youth, Education, Health, and Population Welfare ministries as provincial subjects. While these ministries are in a transitional phase of shifting to provinces, further changes are expected on policy level which could define the course of action for organizations working on sexual and reproductive health and rights education. There seems to be both challenges and opportunities for LSBE in the coming years. A brief analysis of the current policies shows a positive scenario for educating SRHR;

- ***National Education Policy 2009*** included life skills based education in Clause 1.3.5 by stating to promote LSBE through secondary education (policy action) & to infuse life skills education (*inter alia: Environmental, human rights, population and development etc)* in curricula, and teachers trainings by developing culturally apposite awareness materials.
- The first ever ***National Youth Policy*** (2009) also has a clear reference towards Youth marriages, family and life skills (Clause 11: Providing necessary life skills for youth through university and school curriculum and in the non-formal education sector in order to make youth capable of coping with their problems in the early years of marriage). This policy has also promoted an active role by the civil society and NGOs thus creating an enabling environment for the promotion of public-private-partnership.
- ***The National Health Policy (1997)*** states reproductive health and health education as a priority area for MoH. Although the discussion on reproductive health mentions inclusion of all aspects of the reproductive system and its functions in health education, the document makes no reference to the word 'sexuality'. However, the ***Draft National Health policy*** 2009 considers reproductive health and communicable diseases awareness programmes as a priority for government and in line with the commitments of decreasing MMR and IMR under MGDs 5 b and c. Although there is no LSBE programme by Government of Pakistan, NACP is planning one in collaboration with Ministry of Education, which is currently in its inception phase.

Table 2.1: LSBE in Policy Documents of Pakistan

Year(s)	Policy documents	LSBE	SRHR Education	CSE
2009	National Youth Policy	✓	X	X
2009	National Education Policy	✓	X	X
1998-2008	National Education Policy	x	X	X
2002	National Health Policy	x	X	X
2009	National health Policy (draft)	x	✓	X
2002	National Population Policy	x	✓	X
2010	National Population Policy (draft)	x	✓	X

[11] LSBE Impact Assessment Report, WPF; 2007

- The ***National Population Policy*** (2002) promises to address adolescents "through population and family life education in the formal and non-formal education sector, and to reach out to young couples with appropriate media, interpersonal messages, and services". The population policy (2002) also specifically mentions developing programmes for youth to prepare them for bearing the role of responsible parenthood (Population Council 2002). The national Population Policy 2010 aims to delay the age of first birth and promote healthy birth spacing. The policy also encourages public and private partnerships and civil society organizations (and NGOs) to assist government in enhanced outreach programme for service delivery.
- ***National HIV and AIDS Strategic Framework 2007–2012*** seeks for the development of an age appropriate and culturally sensitive life skills curriculum for primary and secondary levels. The framework also asks for developing a curriculum for teacher training institutes to enhance the capacity of new primary and secondary school teachers to provide effective life skills training for young people. On job trainings for primary and secondary teachers and promoting STI/HIV/AIDS education in extra-curricular activities for school-based youth, including such activities as debate clubs, theatre groups or peer-education initiatives.

2.2 LSBE in Pakistan: A Contextual Comparison

Broadly, LSBE programmes in Pakistan lie in one of the three main categories i.e. Life skills education in formal schools; interventions for out of schools youth; and HIV/AIDs awareness programme for adolescents. For the purpose of this evaluation, WPF's PME team carried out a web-based review of various LSBE initiatives in Pakistan. Each initiative was analyzed against the minimum standards for LSBE programmes defined by WHO. Major findings from this review are listed below (for the list of initiatives and detailed comparison, see Annexure).

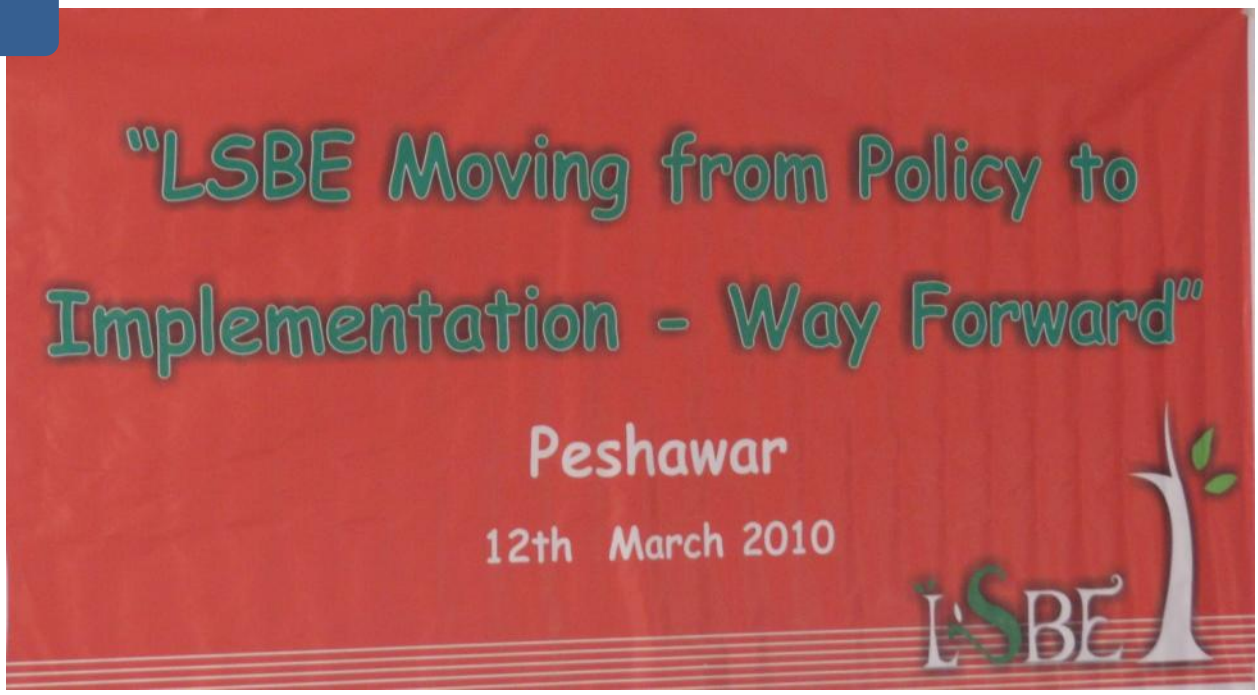
One common feature among various life skills initiatives throughout the country is the participation of youth, either directly or indirectly. Some organizations e.g. WPF, FPAF, UNFPA, UNICEF have directly involved youth in implementation of life skills as peer educators; while others organizations included youth only during needs assessments to identify and prioritize the issues faced by adolescents. WPF institutionalized[12] the concept of life skills into its strategic documents and programming, marking a good practice that should be followed by all organizations working on LSBE or SRHR.

While most LSBE initiatives have a focus on in-school youth, out-of-school youth are least aware of their sexual & reproductive rights. An initiative by Plan International provides life skills services to out-of-school youth through its youth friendly health care services centers.

Various LSBE curricula are being followed through different initiatives. Although, WPF and Aahung merged their curricula as an effort to create a uniform curriculum, such initiatives should be taken on a bigger scale. Similarly, not much evidence could be found for parental involvement in any LSBE programme either at the design or implementation of the curricula. WPF has involved parents through Whole of School activities for raising awareness on LSBE and SRHR among them.

[12] WPF Projects e.g. empowering girls transforming communities, LSBE for Madaris youth, Rights Driven Institutionalization of Reproductive Health Rights in Pakistan etc

Currently, in all initiatives, LSBE is being taught as an extra-curricular subject[13]. While most of the organizations working on LSBE realize the importance of its inclusion in the schools' curricula, there is a need for joining hands for advocating mainstreaming of LSBE. Quantification of the impact of life skills and a lack of evidence based documents on LSBE are the important yet weak components for better advocacy for youth centric LSBE approaches in the country. WPF has taken the initiative to develop an online MIS system (web based M&E), which provides an online resource on the Master Trainers (MTs), schools and teachers trained in life skills based education.

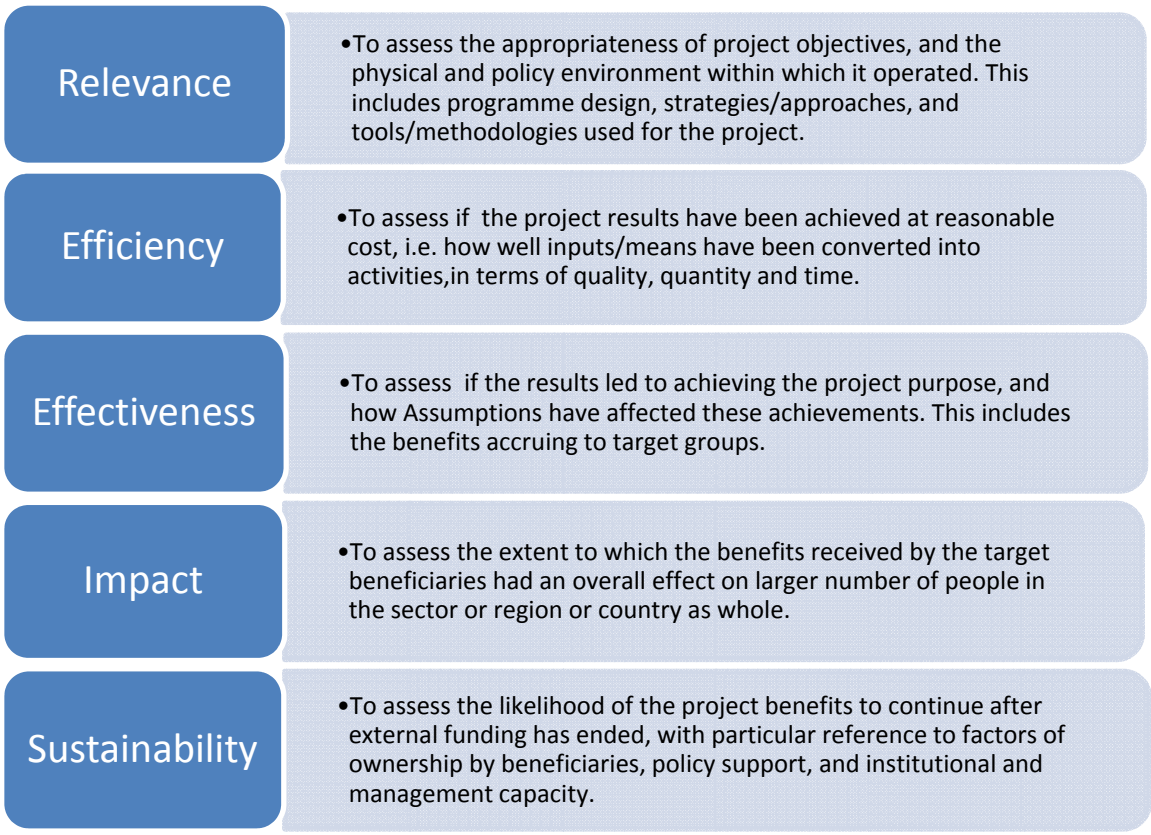


[13] UNICEF 2005

III Findings

The evaluation study focused on two levels i.e. process evaluation, documenting what has been done and how; and outcome evaluation, which focused on the difference made by various outputs into the overall goal of the programme. The process and impact of the LSBE programme was assessed by analyzing data collected through FGDs, IDIs and pre and post tests against the following parameters;

Figure 3.1: Operational Definitions of the Parameters of Analysis [14]



3. 1 Relevance

A culturally apposite and age appropriate curriculum

All international human rights treaties necessitate on the educational contents for children, which not only see education as an end in itself but a means to attaining human rights. The findings show that the content of curriculum conforms to the basic human rights to access to appropriate and necessary information[15]. The minimum provisions for educational content were followed in the development of LSBE curricula [workbooks & teacher's guide]. The curricula address the young people as rights holders and teachers and other stakeholders as the legal and moral duty bearers of rights of young people. The core values for working on sexuality education

[14] PCM Guidelines European Commission; 2004
[15] Manual on rights based education, UNESCO: Bangkok, 2004

were kept in mind in development of LSBE curriculum, i.e. making choices by accessing comprehensive information, all human beings are dignified irrespective of sex, class, religion or creed etc, diverse values and identities, promoting equality of man and women and respect for others' rights[16].

In addition to the local and international experts on SRHR and youth issues, teachers, school administrations, and district education department were also involved in the development as well as review of LSBE curriculum and teachers guide from time to time[17]. The findings shows that involvement of relevant stakeholders in curricula development helped in ensuring the use of appropriate vocabulary and increased empowerment and ownership among them.

Although parents have been involved in the design and review of the programme through baseline and PDFs, parental involvement in the implementation is limited. The expected outcomes of parental involvement in design of curricula could be minimal due to the pervasive illiteracy among the parents in urban and rural areas as well.

Interviews and group discussions further validated that all sessions in level-I, are completely aligned with religious and cultural values. However, some parents and teachers considered topics like masturbation, wet dreams, CSA contradictory to the traditional values. Therefore, acceptance for level II workbook (SRHR components) was relatively low among the teachers' fraternity, particularly in districts of Nowshera[18] (KPK) and Vehari (Punjab). It is interesting to note that WPF and its IPs have successfully handled multiple incidences of resistance through teachers' training and dialogues. It has been found that provision of teacher's manual as a guiding and reference tool strengthens the impact of extensive trainings of teachers, and clarified many misconceptions among teachers regarding the SRHR and LSBE.

The life skills educators termed LSBE very important in a society where excessive information from unreliable sources could affect the youth in a negative way. The student also shared that due to cultural barriers and values they are unable to share certain problems with their parents and LSBE gives them an urge to seek information regarding adolescence life. According to the LSBE graduates, the most appealing sessions for them were on self-awareness and self-esteem, decision making, teen marriages,

WPF's LSBE curriculum agrees to the notion that education shall be directed to the full development of the human personality and strengthen the respect for human rights ***[UNESCO convention against discrimination in education 1960],*** *it also follows that education shall enable persons to participate effectively in a free society, promote understanding and tolerance* ***[International Covenant on economic, social and cultural rights 1966],*** *promote gender equality* ***[UNCEDAW 1979]*** *and education of the child shall be directed to a) the development of child's personality, talents, and mental and physical abilities to their fullest potentials, and b) respect for human rights, and respect for child parents and his/her own values etc* ***[UNCRC 1989].***

[16] Guiding principles for working on issues of sexuality, SIECUS United States, 2010
[17] Training of Teachers (ToT) workshop, WPF; June 21-29, 2004
[18] The case of Nowshera was political in nature as, JUI (F) [a religious based political party] politicized the issue and blamed the ruling Awami National Party (ANP) for its progressive agendas of giving free hands to NGOs and promoting counter cultural and religious education at public schools. The issue was later on; settle down through continuous dialogues with the religious faction [JUI (F)] by the partner organization in said district.

and puberty. Contrary to teachers, most students termed workbooks as a complete package with no irrelevant or unnecessary information.

Placing rights based approach in practice

With an increasing number of private sector initiatives on life skills education, Government of Pakistan now recognizes LSBE as an essential component of education, thus shifting the conventional focus from concepts like education for all to quality and skill based education.

As a rights-based approach towards human development, WPF implied to improve the lives of young people with perspective of empowerment and participation, equality and non-discrimination, and developing a mechanism for accountability. The process evaluation of the Life Skills Based Education (LSBE) project showed that it remained aligned with basic rights based principles during its three main phases i.e. context analysis & need assessment, designing of the programme, and lastly during the implementation and periodical monitoring and evaluation phases. The following paragraphs presents an analysis of different stages and how it comply with the above mentioned principles for rights based sexuality education programme.

Context analysis

The context analysis recognized the most vulnerable target groups (young boys and girls), their major problems, and identified legal and moral duty bearers for the rights e.g. public education departments as legal duty bearers; and parents and civil society organizations as moral duty bearers of the rights holders. A qualitative survey[19] of issues of young people was carried out [356 boys and girls in public and private schools and 154 male and female teachers were interviewed] in five districts of four provinces. The survey highlighted the denial to basic information regarding adolescent life and development as a core reason for many issues concerning young people in Pakistan. A general need for information and awareness regarding rights and skills was identified which led WPF to design curricula for provision of education and skills important to mitigate the risks associated with lack of awareness.

The survey findings also presented a disaggregated male and female data, which shows that the girls are at a higher risk of abuse, minimum or no access to reliable information sources, teen marriages and other vulnerabilities implicit in local structural powers and cultural practices.

Designing of a Rights-Based Programme

The country strategy of World Population Foundation Pakistan played a guiding role in conceptualization and designing of the life skills based education project of WPF. The project focused on the empowerment of young people [both boys and girls] through realization of their basic right to information and education on SRH, as well as the capacity building of duty bearers to instigate accountability for the rights of young people and make their contribution through enhanced knowledge, changed attitudes and improved practices in teaching life skills education. Teacher's trainings and refresher workshops were found instrumental in refreshing the commitment and knowledge of LSBE education.

> ***"I was really moved by the session on gender and sex during the training. It has clarified many misconceptions and I feel confident now while talking about equal rights"***
>
> [Female teacher, Mitiari (Sindh)]

[19] *ibid*

As an INGO, WPF has a policy to provide technical assistance on the issues of SRHR and implement the projects/programmes through local partners, which corresponds to the empowerment of local moral duty bearers. For LSBE programme (2006-10), capacity of 11 partner organizations was built on SRHR who rolled out the project at school level. Through effective partnership management, WPF retained 10 of the 11 trained partners through the LSBE project during the period 2006-10.

Advocacy for inclusion of life skills and SRHR education into national policies is one of the priority objectives of the programme. The advocacy efforts of WPF involved at all three levels i.e. at macro level through learning forums; at meso level with provincial and district education departments; and at micro level with school administrations and teachers (for details see section 3.3).

The assessment shows that there is an ownership of the objectives and achievements of the programme among all the stakeholders and IPs. The partner organizations further acknowledge the fact that they now have a trained human capital to carry on LSBE in future by incorporating it into other programmes.

Implementation of a Rights-Based Programme

WPF focus remained on improving the lives of young people, both male and female, throughout the implementation of the LSBE programme. Their participation remained a corner stone at defining the strategies, tools, and activities based on realization of the rights of young people, and their empowerment. Findings of the focus group discussions with students further verified progarmme's approach for involving teachers as main source of giving information on life skills. Students reported being most comfortable with getting SRH and life skills information from teachers and rate that information as more reliable than that from other sources like peers, parents, etc.

Although activities like PDF, PRF and WoS are effective in providing space for mutual learning and developing a support structure for sexuality education, it is very important to maintain uniformity in activities across programme districts. Such participative and consultative strategies provoked a sense of empowerment among the implementing partners and relevant stakeholders. However, human resource turn over during the five year programme at both partners' and WPF level affected the pace of implementation process.

It could be inferred from the findings that a strong M&E mechanism in the form of scheduled monitoring and supervisory visits to schools, various reporting checklists, periodical progress and financial reviews, and development of monthly, quarterly and annual work plans etc not only ensured ownership and participation but also helped in keeping the results aligned with the programme objectives. The programme data also provides evidence based good practices for similar initiatives and strong advocacy initiatives. For example, the use of pre and post tests to assess the change in students' knowledge, attitude, and practices which helped in evaluating the impact of LSBE on its primary beneficiaries. However, there is a room for improving the quality of the monitoring and evaluation tools for a better progress and results in future.

Youth Involvement in LSBE programme

WPF is an active member of different youth forums and alliances aiming at advocating for SRHR and sexuality education e.g. Youth Advocacy Network (YAN) an initiative of CHOICE Netherlands and supported by WPF; and National Youth Task Force (NYTF) an initiative network of WPF, who played an important role in National Youth Policy (2009). Since 2007, three LSBE learning forums were also organized with an aim to share the experiences from various LSBE programmes across the country.

3.2 Efficiency

This section comments on the efficiency of the project during the last five years in terms of quality and financial management including budgets, human resource, and information [data] etc. The section also comments on the quality of monitoring and the use of data.

Financial aspects of LSBE programme

The accountability of any programme is attained through establishment of a transparent financial system which is accessible and available to all relevant stakeholders. The findings showed that WPF, through its M&E system, submitted timely reports and regularly disbursed allocated funds to its partner organizations.

However, the analysis showed that a large number of schools for implementation of LSBE and fewer resources made it difficult to physically monitor all schools. Monitoring of multiple activities, and follow-ups require plenty of resources.

The audits from 2006-09 reported a fair and transparent financial reporting throughout the project life.

A Cost Effective Programme

51% of the budget was expensed on programme, 26% HR and 23% management costs including M&E and technical assistance expenses. A major budget chunk of 51% was spent on building the capacity of LSBE teachers, development a pool of Master Trainers, curriculum development i.e. workbook for students and teacher's manual and other programme activities

Table 3.1: Efficiency of the Programme (cost of the intervention/student)

Year	Beneficiaries[20]	PKR/Student	Euro/Student
2006	8312.0	1378.2	12.2
2007	8312.0	1920.0	17.0
2008	17165.0	1420.0	0.0
2009	29561.0	281.6	2.5
2010	25153.0	218.0	1.9
		741.2	**6.4**

The table analysis shows per student cost, which is 741.2 PKR and 6.45 Euro [i.e. total expenditures divided by number of primary beneficiaries[21]]. In is worth mentioning here that the per student cost also include costs of teachers' and MTs trainings. The table presents high costs per student, and expenses of curriculum development in first two years [i.e. in 2006-2008 WPF with its partners' were heavily engaged in curriculum development and especially the development of level I & II curriculum with teacher's guide/manual]. Once the curriculum was finalized per student cost came to its lowest (i.e. 200-300 PKR as shown in above table). Similarly, while adopting the Master Trainers approach where per Master Trainer cost was approximately € 86 (5-days residential training) and per teacher cost remained approximately € 25, The MTs approached helped in training teachers through MTs at their respective localities and thus made the programme more cost effective.

[20] These figures don't include the indirect beneficiaries of LSBE project i.e. whole of school activities
[21] Primary beneficiaries means the direct beneficiaries of LSBE project i.e. LSBE students

Monitoring and Evaluation of a Rights Based Programme

The monitoring and evaluation system of life skills programme continuously ensured that processes are accountable, participatory and non-discriminatory. Representatives from District DoE participated in monitoring of LSBE schools on occasional basis and showed satisfaction over their progress. However, the field data also suggested limited coordination between district education departments and schools (administration and teachers).

The M&E mechanism feeds into growth in both quality and scope of programme, by minimizing negative effects of the programme. The review of curriculum by the stakeholders was one such example, where successful changes were made in the curriculum based on lessons learned during monitoring and supervision.

On the other hand, despite regular monitoring of schools using tools like teacher's observation checklists, classroom observation checklists etc, they were rarely analyzed for review. The EDOs/DOs were not regularly updated on the progress of the project vis-à-vis HMs [school administrators] also showed a lack of knowledge regarding the outcomes of the M&E visits.

A disaggregated data has been produced for measuring the behavioral changes among the rights holders, and duty bearers. Pre & post tests have been found lacking some important components in measuring behavioral change. Besides, conducting pre and post tests with students was also found to be a weak area among the LSBE educators.

An impact assessment was carried out in 2007 aiming to evaluate the change in the young people's lives by the life skills education programme of WPF. It has been found that 70% of the identified schools were using LSBE curriculum, while 84% of the trained teachers used LSBE manual and adapted to the interactive teaching methodologies[22]. The impact assessment also accounted an encouraging increase in knowledge, attitudes and skills of the students and teachers.

Virtual Monitoring

WPF recently introduced a web-based M&E system to increase the utility of the field data. Web-based M&E will used as a tools for reporting and analysing data from the participatory M&E by the WPF, IPs, and stakeholders, i.e., EDO, DOs, HMs, and teachers etc.

The online MER system (web based M&E) provides an online resource on the Master Trainers (MTs), schools and teachers trained in life skills based education.

WPF provided 2-days training to its IPs on the protocols and use of the web-based M&E system. However, to cater a heavier load of database, the system is being upgraded. Hence there is a need for providing refresher trainings to IPs.

[22] LSBE Impact Assessment Report, WPF; 2007

"The project should be extended to more schools as now we have LSBE project in 29 schools; however, there are 550 schools"

EDO (education), Quetta

"I agree with the SRHR and am committed for the cause, which I also mentioned in Learning forums and many other forums"

EDO (Education), Peshawar

3.3 Effectiveness

Promoting networking between the rights holders and duty bearers

As a strategic policy, WPF plays the role of technical expert on the issues of SRHR and implements its projects through local partners. During the project life (2006-10) capacity of 11 partner organizations was build in SRHR and the partners rolled out the project at school level.

The implementing partners have developed trusting relations with district education departments which is visible through their good understanding of the concept and objectives of the LSBE project. Yet, the progress sharing with the relevant officials mostly consists of verbal updates from time to time. Provincial education departments in their MoUs with WPF, committed to retain trained teachers[23] in selected schools. However, no follow up is being carried out by DoEs to manage the dropout rate of teachers due to the regular transfers either by promotion or otherwise.

The teachers' selection process involved EDOs, HMs and IPs, with HMs finalizing the nominations in most cases. While, willingness and interest of teachers themselves was somewhat ignored in the selection process.

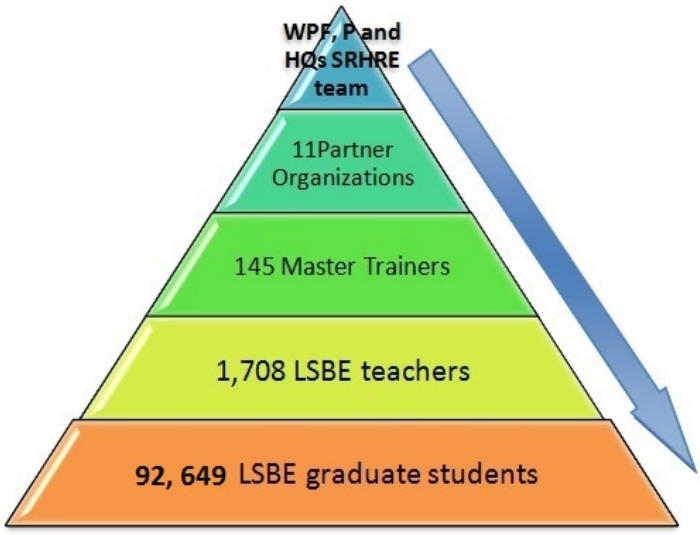
Generally, the school administrators perceived their role as a key factor in teaching life skills while realizing the importance of external support and education departments without which programme cannot be sustained. The school administrations also showed confidence on the capacity of the trained teachers as a sustainable source of information and guidance for students.

Capacity Building of LSBE educators

Capacity building of duty bearers is a central feature of any sexuality education programme. Due to rapid expansion of the programme, WPF adopted the cascade model of professional development for training LSBE educators. Master trainers were selected with the rationale to develop ownership and acceptance within the community.

The cascade approach proved to be effective in terms of sustainability [building on community resources], cost effectiveness and with regard to providing support structure at school level in the form of Master Trainers. On the other hand,

Cascade model of WPF and its scope [2006 – 2010]



Reaching large number of audience in a cost effective manner

[23] MoU between Govt. of NWFP & WPF 2006

the risk of losing important information during the transfer of knowledge from MTs to LSBE teachers has been there. Secondly, while absence of any monetary incentive to teachers may affect their motivation to learn and adopt new strategies, regular refreshers training were found to be critical in addressing this problem.

The training methodologies used during ToMTs and ToTs were appreciated by the LSBE teachers. Techniques like role plays, mock sessions, discussions, and other participatory methods build their capacity to sensitively communicate on SRH topics.

The analysis of field data highlighted the importance of teachers' willingness and personal interest in SRHR as vital for the retention of learned material. Consequently, making sufficient investment in master trainers a primacy; as beneficiaries as well as a resource pool.

The ToTs and PDFs also enhanced teachers' commitment level, which is evident from their volunteer involvement and improved confidence in talking about developmental issues with not only students but also with other teachers in the school. Some areas of improvement identified during the evaluation study included revision of teachers' selection criteria, and ensuring regular refresher trainings.

In some cases, initial resistance was faced from non-LSBE teachers. But different activities were initiated by WPF and its IPs to create supporting environment in schools. These include PDF, PRFs, and WoS activities for sensitizing and involving larger groups of stakeholders.

Reaching to the Maximum:

With its basic philosophy of empowering duty bearers and rights holders many innovative activities were initiated by WPF Pakistan for instance, PDF, PRF, and WoS activities. These activities not only ensured participation of relevant stakeholders but also helped in creating supportive environment both at community and school levels. PRF, PDF and whole of school activities were acknowledged as the most effective strategies for involving community and other relevant stakeholders, but the process findings showed an irregularity and inconsistency in organization of aforesaid activities. In some target districts, participation of teachers from remote areas remained a concern, which was addressed by dividing schools in different zones.

Reaching to the maximum	
Professional Development Forums	*Held twice a year after delivery of each level of curriculum. The focus was on empowerment and building a Teacher Support Group to debrief on the programme and increase their professional capacities.*
Performance Review Forums	*Held once a year and focus more on acknowledging principals, teachers and master trainers.*
Whole of School Activities	*Held once in each school and focus on involving parents and ensuring participation of young people to learn from each others.*

The whole of school activity aimed at reaching out all the students as regular LSBE classes accommodate less numbers and secondly, trained LSBE educators was also difficult to manage classes. The whole school activities provided an opportunity to students to express their knowledge and skills through variety of competitions e.g. painting, speeches, skits etc.

> ***"PDF are good activities. We get to know others in the project. Meet other fellows and learn about their schools",***
>
> ***Female LSBE Teacher, Peshawar***

Advocating life skills for youth

Inclusion of life skills and comprehensive sexuality education is always an abstract goal of many rights based development initiatives in south Asian region, however, there is no clear advocacy strategy being developed by any organization or programme. While talking about sexuality in Pakistan is still considered a taboo subject, it requires the provision of supportive policy environment through calculated advocacy efforts. WPF's in collaboration with its partner organizations created a major breakthrough when LSBE was incorporated into the National Education Policy (2009) and National Youth Policy (2009) as a result of advocacy activities and participation in various national and provincial networks.

At district level, district education officer(s) agree with the objectives and importance of SRHR and LSBE and are willing to support such initiatives in future. However, the findings also show that education department at district level could better support and help in roll out of life skills education at schools, whereas their role as decision makers was weak.

3.4 Impact

Empowering Partners and Stakeholders

There is a positive impact of the life skills project on organizational level i.e. the partner organizations' capacity has increased in the form of trained personnel to work on SRHR and life skills for youth. Most of the partner organizations shared incorporation of LSBE objectives into their strategic planning, which shows a lasting impact of the project. These organizations now have a potential to design and implement their own initiatives.

Teachers and students who volunteered for LSBE reported ease in talking about life skills and SRH issues with their peers. LSBE teachers specifically shared the change in their relationship with students which has become more participatory and child friendly. Another interesting impact of life skills trainings on teachers is that many of their behaviors changed including relationships with family members. Seeing these trends, it would be correct in assuming a long lasting impact of life skills education for improving the social environment in schools and society.

Focused group discussions with HMs, and LSBE educators revealed many examples quoting change in students' behaviors regarding life skills. For example, female students are now more confident about sharing incidences of harassment with their teachers and ask questions on matters like physical hygiene during menstruation. Occasionally, the teachers also felt overburden due to inclusion of life skills class and retaining the level of commitment is a pressing challenge for WPF and its IPs.

Change in Knowledge, Attitude and Practices of Youth

The primary beneficiaries of LSBE programme were the young adolescents (students) who either studied LSBE in schools, or were involved in LSBE through WoS activities. Change in their knowledge, attitudes, and behavior was measured analyzing the results of pre and post-tests conducted before and after they completed LSBE curricula. The findings from quantitative data were then triangulated with the responses recorded during focus group discussions with students and teachers. The following table portrays a summary of these findings;

"Relationship of teachers as mothers [has] improved, not only with our daughters but with sons also".

[FGD with female teachers Peshawar]

"Careful about sexual relationships and guide friends"

[FGD with male teachers Peshawar]

"[S]tudents have relevant information in [the form of] LSBE books and they have also become confident to bring up their peers' issues and seek information"

[FGD with female teachers Peshawar]

"Before we escaped the reproductive topic in biology…now we could teach them such topics"

[FGD with male teachers Vehari]

"I told my wife, 'I will teach our son and you will teach our daughter about the puberty issues'"

[FGD with male teachers Quetta]

Session name	Results of pre and post tests
Self esteem	The results of pre and post tests showed a changing attitude of boys and girls in terms of more positive opinions about themselves. 27% students thought that their families and friends have good opinions about them, which has increased to 43% after taking the course on LSBE. Likewise, 69% were having good thoughts about themselves, which reached to 71% in the post test.
Communication skills	In the pre-test, 46% students strongly agreed that both listener and speaker are important for effective communication which increased to 55% in post test. The life skills based education curriculum encourages students to share their concerns with parents regularly. The analysis shows a positive change for instance, 19% of girls and boys were agreeing to share their concerns with parents, which have increased to 33% by life skills education, in the same way, 43% (boys and girls) were good at communicating with others as shown in pre tests, which reached to 56% after LSBE course. The data also shows that sharing with parents among girls is higher as compare to boys, due to cultural setup and less peer relations among girls. On contrary, boys see teachers as a best source of information as they couldn't share such sensitive issues with parents due to cultural barriers.
Understanding emotions	58% of boys and girls opted to change their behavior in case someone doesn't like him/her, before LSBE it was 51% and the coping mechanisms of "not talking to anyone" decreased among students from 16% to 9% with life skills education. 12% agree to discuss things to settle down which reached to 26% in post test, in another situation as the result shows increase from 26% to 47%. Another positive impact of life skills on students is anger management which increased among students i.e. 37% before and 23% as recorded in pre and post tests. The same trends were also found both among girls and boys during the focus group discussion in four provinces.
Decision making	The analysis shows an increase in decision making skills of young students i.e. before only 36% boys and girls were good at decision making, which has increased to 51% after LSBE. The same trend was also shown by boys and girls in setting future goals i.e. among boys it is 30% to 51% and among girls 40% to 51%. During the focus group discussion decision making was rated one of appealing sessions for boys and girls. During focus group discussions with girls and boys of LSBE course, majority shared that decision making is one of our favorite session in level I curriculum [inter alia self esteem, communication skills, teen marriages, gender and menstruation cycle etc]. The course also supplemented the decision making skills of students' e.g. *"After LSBE course I changed my mind in 2008 and selected to study science instead of arts subject in metric" [student from Faisalabad]*

	"Faisala sazi wala session parah tu LSBE main class join ke….warna tu main samajh raha tha ye kiya museebat hay" [Student from Mitiari][24]
Peer relationships	The pre and post tests data analysis shows that the skills of students (both girls and boys) have increased as the result of the life skills education e.g. before LSBE 21% boys and girls having good thoughts about oneself which has increased to 31% (10% increase) after the LSBE. The "neither agree nor disagree" option also shows that students analytical skills have improved accordingly i.e. before 9% of the students have confusion which decreased to 5% [students are unable to decide], which is an indicator of skills improvement among students of LSBE. The following table shows a gender segregated data on skills improvement.
Peer pressure	The change in coping with peer pressures is very visible as a result of life skills course 28% of the LSBE students (boys) agreeing that they could cope with peer pressures, which has increased to 50%. The same trend could be found among girls i.e. 36% in pre LSBE to 51% after getting life skills education.
Avoiding in risky behaviors	The pre and post test data analysis shows that students are well aware of the risky behaviors and could protect them from risky situation as before the LSBE 44% of the boys feels that they could protect themselves from risky situation, the percentage of boys increased after LSBE course i.e. 54%. The same trend was also followed by girls as from 22% to 32% during post test. Therefore, it could be inferred that life skills education equips students with skills that could protect from many risky situation and behavior during their adolescent age. A student from Peshawar during an FGD shared that "LSBE guides us in many situation in our daily lives".
Gender	The post test shows an increase from 21% agreeing with idea of equal distribution of household chores to 38% agreement among students. Interestingly boys' attitude changed more as compare to girls regarding equal distribution of household chores from 21% in pre test to 44% in post test as compare to girls which is from 22% to 32%. The pre test shows that only 21% of boys and girls were disagreeing with traditional concept of earning role of male which has increased to 31%, a positive change in attitude of boys and girls. Another interesting aspect of deconstructing gender roles is that the female attitude and conception changed more as result of life skills education as compare to boys i.e. 18% girls were of the opinion that boys could cry in distress that has changed to 32% girls now think that it is alright for boys to cry/weep in distress.

[24] "Once forcibly my teacher asked me to attend LSBE course and that day the session was about decision making, and after that I decided to attend LSBE, otherwise I was thinking this as useless"

3.5 Sustainability

The study evidenced for an ownership of the objectives and achievements of the project among stakeholders of the project alike for instance, among the partner organizations, district education department, school administration and life skills educators. However, district education role is least involved for decision making, instead of support structure for the programme.

The school administrators (both of girls and boys) do agree with objectives and are willing to support the implementation. The administration sees their role in the whole idea of life skills and more involvement at all stages. The school administration of the targeted schools is also confident on the capacity of the trained teachers and termed them as a source of information and guidance for students.

The whole idea of teachers as SRHR educators and duty bearers is based on volunteerism, which shows accountability and commitment for the cause.

> *"The confidence and knowledge we have gained will be with us forever and we will give information to young boys and girls"*
>
> *Female teacher, Vehari*

Financial sustainability:

The availability and focus of international donors and funds is always an issue for many innovative programmes. There are some commitments from the donors for supporting of life skills programme in future. The institutionalization of life skills in many other programmes of WPF for instance, Empowering Girls-Transforming Communities (EGTC) a project of WPF funded by the Lucile & Packard Foundation and Hamara Kal project funded by the European Union (EU) ensures financial sustainability and will improve the lives of young people in Pakistan by life skills and SRHR education. Similarly, two of WPF's implementing partners have received additional funds for LSBE programmes by other donors: HANDS – WPF partner in Sindh - have received funding from UNFPA; while PIDS – WPF partner in Baluchistan - has secured funds from PPAF which shows the sustainability of the SRHR education.

In future there is a need for advocating government to develop a plan of action for implementation the provision of life skills at secondary schools, as mentioned in many national policy documents.

The district education department and schools administration think that external support and education department role is very important and without their support the project could not be sustained fully.

IV Conclusion and Recommendations

4.1 Lessons learned

Results of the study indicate that the LSBE programme was successful in adapting and testing culturally sensitive life skills based curriculum. One of the objectives of carrying out this evaluation study was to identify gaps and weaknesses of the programme and use its learning for developing evidence based LSBE programmes in future and get closer towards WPF's ultimate goal of implementing comprehensive sexuality education in Pakistan. However, analysis of the process as well as impact of the intervention showed that the project have a list of achievements on its credit. The key lessons learned during the evaluation study are listed below;

1. Qualitative analysis of teachers and students revealed that, on the whole, the project was fairly successful in creating demand for life skills based education through its curriculum.

2. Building linkages and rapport with the Department of Education as a priority area has proved to be a successful strategy for ensuring compliance from local schools. Interviews with the officials from district education departments showed a good understanding of the project among the EDOs. However, high rate of transfers within the public departments has been a continuous challenge for the project which requires constant efforts from WPF and its IPs to bring the new officials onboard.

3. Learning forums, PDFs, and PRFs are effective strategies for expanding the outreach of the project. These forums not only provided a platform for sharing of best practices among professionals, but also served as an inbuilt mechanism for identification of gaps and challenges in the project and/or curriculum from the implementers' viewpoint.

4. The HMs had an important role in LSBE project at school level including nomination of teachers for LSBE which was appropriately carried out in all districts. However, no regular/standard inclusion and exclusion criteria were observed during the selection of teachers. e.g., a majority of LSBE educators reported that their willingness was not sought for the added responsibility. When interviewed, HMs expressed a need to redefine their roles in the project implementation.

5. Training of Master Trainers as a resource pool was perceived as an excellent idea. Almost all the MTs pointed a high degree of satisfaction from the ToMTs, and reported using the participatory teaching techniques during TOTs as well as in their career. Few concerns regarding the administration of ToMTs included suggested increase in number of days, and regular refresher trainings. In contrast, a mixed reaction was observed on the organization and quality of the ToTs, a relatively lesser degree of knowledge, sensitivity, and commitment regarding SRHR was noticed among the teachers.

6. While the expansion and evolution of LSBE programme brought major achievements for the WPF and project teams, it also brought a number of meaningful lessons for future implementation. The frequent changes in curriculum and variation in implementation strategies affected the acceptance of curriculum at schools' level and also caused delays in delivery of curriculums [teacher's manual & workbook], which lead to a slower progress in subsequent activities like trainings and implementation at school level. Additionally, the resulting

delays in level-II workbook compelled LSBE educators to deliver level-I for continuous years. For example, in some areas level-I was taught to the same students for three consecutive years.

7. The concept of community based monitoring and evaluation was introduced during the project life, which could not be implemented due to lack of follow up and resources by IPs and WPF. Although, WPF recently introduced a web-based M&E to increase the utility of the field data and cater to the reporting delays, it would take some time to institutionalize the web based system to its full extent. Similarly, the pre and post test, the only quantitative measurement tool used in project, faced certain issues of design and administration (as highlighted in the results).

8. Partnership with local organizations was a major component of LSBE programme and was based on relevance of the project objectives with partners thematic areas, experience in life skills and/or SRHR or education and health, and presence and rapport at grass roots level. Despite some occasional problems in coordination with IPs, the strategy to involve and capacitate partners is generally seen as major achievement for WPF.

4.2 Recommendations

Over all, the evaluation of WPF's LSBE programme shows a success in creating demand for life skills education among adolescents as well as in teachers and school administration. Based on the findings of this report, WPF believes that carefully designed and implemented LSBE programmes would bring positive changes in adolescent knowledge attitude, and practices. Thus, there is a need for both public and private efforts for mainstreaming life skills and basic SRHR education into syllabi, and should be a part of teachers' professional development and trainings.

Moreover, a list of specific recommendations for WPF is generated from the process evaluation that would help in planning future projects aimed at adolescent sexual and reproductive health;

Human Resource

1. Cascade model for teachers' training should be continued while investing more on master trainers and teachers and enhancing monitoring of teachers trainings. Additionally, quality of LSBE in schools should be maintained through; (i) Retention of the already trained MTs and teachers through incentives like performance certificates or awards, (ii) Regular 1-day refresher trainings, and (iii) organizing exposure visits for MTs and teachers to share experiences with their counterparts from other districts as well.

2. In addition to the current selection criteria, the teachers' selection should also include their level of interest and willingness.

3. Number of LSBE teachers per school should be increased or non-LSBE teachers be included in other programme activities e.g. PDFs, PRFs and reviews, in order to create conducive environment for LSBE and SRHR education, as well as a mechanism for coping with the teachers' dropout rate.

4. A network of WPF certified LSBE educators should be developed and reached out to advocate SRHR education in their respective schools as well as communities.

Partnership Management

5. Implementing Partner (IPs) should be selected through a thorough screening and value check. To avoid challenges regarding partners' responsibilities and performance, there should be clearly defined terms of reference and standard operating procedures for partnership.

Programmatic Activities

6. Due to the sensitivity of the subject matter, especially the SRH content, LSBE curriculum should be approved and endorsed by a panel of religious scholars and include their reference in the foreword. Similarly, inclusion of a few religious/Qur'an references in the text would increase community's acceptance to even higher levels.

7. To maximize the impact of IEC material, separate IEC material should be developed for the specific target groups, e.g., students, teachers, HMs, etc. In this regard, visibility and media involvement should be a key component in all programmatic activities.

8. Learning and reflections from forums like PDFs and PRFs should be used as an evidence base for the advocacy strategy that needs to be strengthened in future programming. There should be notable representation and involvement of district education departments in advocacy forums for inclusion of life skills in mainstream curriculum.

Planning, Monitoring and Evaluation

9. Considering the unstable political situation in the country, a risk analysis should be a part of both the baseline and midterm evaluation of any future project.

10. A holistic approach towards effective M&E should be adopted by developing realistic and practical monitoring plans that involves monitoring of IPs and the WPF teams both internally and externally. Additionally, it is recommended to establish steering committees at provincial and district level for not only enhancing monitoring and supervision of progress, but also increasing WPF's accountability. Such a committee should include technical experts and members from all stakeholders, and should meet on regular basis.

11. In order to get maximal utility of pre and post tests as evaluation tool there is a need to review and revise the questions and format of the test. Moreover;
    - ToMTS and ToTs should include a session ToTs that clearly explains the rationale and procedure for administering the pre/post tests which should also be practiced during this session.
    - A hand-out listing the steps of administering the test should be included in the teacher's manual.

Annexure 1: Qualitative Tools

Annex 1.1: Discussion points with IPs' LSBE team

Criteria	Questions
Relevance	• The compliance of the project objectives with the government priority issues/areas? • Who were involved in the design of the project/intervention and how were they involved/ • What were the expertise of the group in SRHR and LSBE, who were involved in design and development of the action? • Any risk or assumptions analysis carried out and how it directed the implementation process….did this have any negative affects? • How the learning of the previous interventions was incorporated in the design and development of new project? • How were the districts selected for the implementation of the project? The reasons and rational? • The teachers' selection criteria for trainings, please share in detail?
Efficiency	• How were your organization selected for partnership, if the reasons are the expertise in SRHR, LSBE or youth issues? • Why there is a variance in proceeding years, does it mean sustainability of LSBE intervention? • Were the work plans followed timely, and if not what justifications were given, which were acceptable to all the stakeholders?
Effectiveness	• What strategies/approaches were used in implementing the LSBE project? What changes were made to these strategies and approaches and what are the affects on outputs/outcomes? and were these strategies equally acceptable to other stakeholders? • What is the M&E mechanism in place and how effective it is? • Were the resources e.g. funds, IEC, work books, manuals etc timely provided by the WPF? Comment in detail? • What were the obstacles in implementation i.e. resistance from parents, students, community, any government department etc?
Impact	• What was the role of WPF in the whole intervention and was it satisfactory, if yes how, and if not why? • The LSBE is made part of the policy document, what is next, the funding, allocation of funds and plan of action? What are your efforts in this regard?
Sustainability	• What are the steps till date to ensure the sustainability of the action in the project document and beyond? • Does this project fit into your strategy? • Any staff capacity building training organized, what and when? • What you think of the teachers' capacity to carry the programme onward? • What sort of support you are expecting from WPF or any other NGO in this regard?

Annex 1.2: Discussion points with LSBE team (WPF)

Criteria	Questions
Relevance	· The compliance of the project objectives with the government priority issues/areas? · Who were involved in the design of the project/intervention and how were they involved/ · What were the expertise of the group in SRHR and LSBE, who were involved in design and development of the action? · Any risk or assumptions analysis carried out and how it directed the implementation process….did this have any negative affects? · How was the gender integrated into the project design and implementation? · How were the districts selected for the implementation of the project? The reasons and rational? · The teachers' selection criteria for trainings, please share in detail?

Efficiency	· How were your organization selected for partnership, if the reasons are the expertise in SRHR, LSBE or youth issues? · Why there is a variance in proceeding years, does it mean sustainability of LSBE intervention? · Were the work plans followed timely, and if not what justifications were given, which were acceptable to all the stakeholders? · While comparing different approaches, what approach you think was most good in terms of acceptance, producing outcomes?
Effectiveness	· ? What changes were made to these strategies and approaches and what are the affects on outputs/outcomes? Were these strategies equally acceptable to other stakeholders? · What is the M&E mechanism in place and how effective it is? · Were the resources e.g. funds, IEC, work books, manuals etc timely provided by the WPF? Comment in detail? · What were the obstacles in implementation i.e. resistance from parents, students, community, any government department etc?
Sustainability	· What was the role of WPF in the whole intervention and was it satisfactory, if yes how, and if not why? · What are the steps till date to ensure the sustainability of the action in the project document and beyond? · Any staff capacity building training organized, what and when? · What you think of the teachers' capacity to carry the programme onward? · What sort of support you are expecting from WPF or any other NGO in this regard? · What are your future plans for continuation of the LSBE program, if the ownership by the district education department and HMs etc is not enough?

Annex 1.3: FGD guidelines for students

Criteria	Questions
Relevance	· Do you want this course in your coming class? · Who should be the one giving information about SRHR? · Were you part of designing the curriculum? · What you think was most relevant sessions in your workbook? · What was missing, what was useless? · Did this course supplemented your study capacity or overburdened you? · Do you think the teachers' selection for LSBE was a right decision? If yes, how? And if no, why?
Effectiveness	· How you evaluate your teachers? · Did you tell to parents about the LSBE curriculum, what was their feedback? · Do the teacher responded to your questions and were you people satisfied? · Do the teachers are youth friendly and you feel easy sharing information with them?
Impact	· Few major reflections? · What difference you feel after LSBE course? · Do you practice what you have learnt from LSBE? · What you think is the negative impact of LSBE?
Sustainability	· Any recommendations regarding work book, teachers performance etc?

Annex 1.4: Guidelines FGD with teachers

Level	Questions
Relevance	· Do you think that LSBE is beneficial for the students if yes, how? And if no, why? · Were you aware of the LSBE project objectives before the training? And do you agree with the objectives? · Who should be the one selecting teachers for trainings? Free and full consent of teacher or by EDO or HMs? · Who provides the information to the students regarding their queries on SRHR and what was the nature of these questions? · Do you think the curriculum (workbook) is relevant with the needs of the students? · Do you think the programme is in tune with the local culture, practices, and religious beliefs? · Did you participate in curriculum development exercise, what was your input? And what you think of the participation of teachers or parents or students?
Effectiveness	· How was the training and do you think it was beneficial? · How were the refresher trainings? In terms of benefits? · How easy were you before or now while talking about SRHR issues e.g. gender, adolescents, body changes etc? · Do you think that the students' information seeking behavior changed/enhanced with LSBE curriculum, if yes, how and if no, why? · What do you think of pre and post test, was it effectively carried out and were the results shared with you? · Any resistance from students, parents, community at large? What was it?
Impact	· Was the teaching methodology enhanced, if so did it help in other classes and overall teaching style? · How the LSBE training changed you professionally and how did it helped you personally? · What did you expect to be changed as a result of LSBE in the long run? · What negative it has brought in terms of working hours, monetary benefits and work load etc?
Sustainability	· How they practice these skills, shared some examples? · What suggestions you want to give regarding the curriculum in particular and LSBE in general? · What do you think of PDF and PRF activities in terms of effectiveness and relevance? · Are you willing to carry this further? · The teachers understanding of the youth/children SRHR issues? · What you think could motivate and keep you committed for the LSBE? · Suggestions on implementation of the project?

Annex 1.5: Interview schedule District Education Department officials

Level	Questions
Relevance	· What is your understanding of LSBE project in formal schools? · Were the programme's objectives are/were in compliance with the education priorities of the Government? · How frequently were you updated on the progress of the project or were you kept in loop by the partner organization? · What you think your role was/has to be in the whole project? · Do you think that the project is in tune with the local perception of needs and producing the expected benefits in your community and your educational community?
Efficiency	· Which was the most efficient strategy being used by LSBE project?

Effectiveness	· Did you influence the teachers' selection process for training? Any comments or feedback? · Did you are any of your colleague participated in monitoring or review of the LSBE project? When and how please give detail? · How effective was these monitoring and does it produce any applicable recommendations or suggestions and were these incorporated in implementation of the activities, how? · Any obstacle or impediments in the implementation of LSBE project? What? · Any resistance from the department of education/any government department or community regarding the LSBE or SRHR project? · Which strategy or approach was most effective?
Impact	· Did you think that LSBE hampered the routine classes or hours in schools
Sustainability	· How you think of SRHR, do you agree with the objectives of the programme and how can we promote and carry with in future? · Do you have any initiative taken at district level for advocating LSBE or you have any role in others' initiatives? · What role you see of your department in future LSBE project? · Do you allocating any funds or systems for LSBE in future?

Annex 1.6: Interview schedule with school administration (HMs)

Level	Questions
Relevance	· Was any need assessment carried out and was the project based on the needs identified through the assessment? · Were you involved in designing the programme, how? · Were the social and religious values were respected during the implementation?
Efficiency	· Comparing different approaches, which approach was more efficient?
Effectiveness	· Was the implementation strategy followed was acceptable to you? · How the teachers were selected for trainings? · How was the programme launched? · Comparing different approaches, which approach was more effective? · How was the pre and post test conducted? Please explain. · Do you think that the teachers are trained and sensitized enough to respond students' questions, or are they that much child friendly? · What are the PRF and PDF, and how effective these activities are for the programme? · What is your feedback on the training component?
Impact	· Do you think the trained teachers' performance improved with LSBE trainings? · Do you think the LSBE students performance enhanced? How? · Does it increase the number of students seeking information about SRH etc?
Sustainability	· How you look at SRHR and how are you willing to promote it? · What should be your role in LSBE education? · Do you think the project should be continued, if yes, what are your plans, once the external support ends, to continue with LSBE/SRHR programme? · Do you think that you have enough trained human capital to continue the programme once the funding ends?

Annexure 2: Quantitative Tool

طالب علم کا سیریل نمبر .....

سکول کا نام ..... ضلع ..... سکول کا کوڈ .....

نمبر شمار	سوال	جواب
1-	صنف؟ مرد ☐ عورت ☐	2- آپ کی عمر کیا ہے؟ .....
		3- آپ کون سی کلاس میں ہیں؟ .....
4-	آپ کے والد/ والدہ کا تعلیمی معیار کیا ہے؟ (اگر والد/ والدہ زندہ نہیں تو پھر اپنے سرپرست کا تعلیمی معیار لکھیں)	والد/سرپرست / والدہ/سرپرست
		گریجویٹ یا اس سے زائد
		میٹرک سے انٹرمیڈیٹ
		پرائمری سے مڈل
		صرف خواندہ ہیں خواندہ نہیں

نمبر شمار	سوالات	پوری طرح متفق (5)	متفق (4)	نہ متفق اور نہ ہی غیر متفق (3)	غیر متفق (2)	پوری طرح غیر متفق (1)
5-	نوجوانوں کو اپنے بارے میں اچھے خیالات رکھنے چاہئیں۔					
6-	میں اپنے بارے میں اچھے خیالات رکھتا ہوں۔					
7-	گھر کے افراد اور دوست احباب مجھے ایک اچھا فرد خیال کرتے ہیں۔					
8-	اگر میرے دوست مجھ سے کوئی ایسا کام کروانا چاہیں جو میں نہ کرنا چاہتا ہوں تو میں انھیں انکار کر سکتا ہوں۔					
9-	روزی (روٹی) کمانے کے ذمہ دار صرف خاندان کے مرد ہوتے ہیں۔					
10-	گھر کی ذمہ داریاں لڑکے اور لڑکیوں میں برابر برابر تقسیم ہونی چاہئیں۔					
11-	لڑکوں کے لیے وہ جب پریشان یا خوش ہوں تو یہ مناسب ہے کہ وہ روئیں۔					
12-	والدین اور نوجوان بچوں یا بچیوں کو مل جُل سے سکول جانے کے بارے میں فیصلہ کرنا چاہیے۔					
13-	مردوں اور لڑکوں کو ہمیشہ عورتوں اور لڑکیوں سے پہلے کھانا دیا جانا چاہیے۔					
14-	مؤثر رابطہ کرنے کیلئے، بولنے اور سننے والے دونوں ذمہ دار ہیں۔					
15-	ہمیں اپنے والدین سے اپنے مسائل پر بات چیت کرنی چاہیے۔					
16-	آپ کے خیال میں درج ذیل عوامل میں سے ہر ایک بہتر اظہار کے لیے اہم ہے:					
	(i) جسمانی حرکات					
	(ii) الفاظ کا چناؤ					
	(iii) آواز کا کم یا زیادہ ہونا/ آواز کا تیز یا ہلکا ہونا					
	(iv) سننے والے کی توجہ					
17-	کیا آپ درج ذیل کام اچھے طریقے سے کرتے ہیں؟					
	(اے) دوسرے لوگوں سے رابطہ					
	(بی) زندگی کے فیصلے					
	(سی) مستقبل کے مقاصد کا تعین					
	(ڈی) بُرے ماحول/طور طریقوں سے اپنے آپ کو محفوظ رکھنا					
	(ای) مزاج کی تبدیلی/مایوسی پر قابو پانا					

نمبر شمار	سوال	ناراض ہوں گے	اُس کے ساتھ بحث کریں گے	کسی کے ساتھ بھی بات نہیں کریں گے/خاموش رہیں گے	اپنے طرز عمل کو تبدیل کریں گے	اس کا کوئی اثر نہیں ہوگا	اسے ماریں گے
18-	اگر آپ کا دوست کہے کہ آپ کے رویے کی وجہ سے کوئی بھی آپ کو پسند نہیں کرتا تو آپ کیا کریں گے؟						
19-	اگر آپ کا چھوٹا بھائی/ بہن/ یا کزن آپ کی پسندیدہ کتاب پھاڑ دے تو آپ کیا کریں گے؟						
20-	اگر آپ کا کوئی بڑا کسی ایسے کام پر جو آپ نے نہ کیا ہو، ڈانٹے تو آپ کیا کریں گے؟						
21-	اگر آپ کو سکول میں یا سکول سے گھر آتے وقت کوئی تنگ کرے اور اس وجہ سے آپ کے والدین آپ کا سکول جانا بند کر دیں تو آپ کیا کریں گے؟						
22-	اگر کسی کا آپ کے ساتھ کوئی جھگڑا ہو تو آپ کیا کریں گے؟						

Annexure 3: List of Documents Reviewed

Annex: List of documents reviewed

- WPF country strategy paper,
- MoUs with implementing partner organizations (IPs) and Provincial Govt.,
- LSBE project documents
- Project reviews
- Project Strategy Matrix
- Log frame analysis (LFA) matrix,
- Implementing partners project progress reports,
- WPF annual reports [2006-09],
- Budgets and financial reports,
- Audit reports 2007-09
- Need assessment survey [2003-04],
- Impact evaluation of LSBE [2007],
- National Education Policy (2002-2009),
- National Health policy (2009),
- National Population Policy (2009) and
- National Youth Policy (2009)
- LSBE learning forums (2007-09)
- Life skills based education in south Asia UNICEF: 2005
- British Council: 2009: Pakistan; the next generation
- Annual development plan 2008-09, Govt. of Pakistan;
- Gender responsive life skills based education, UNESCO Bangkok, 2008
- Adolescents Education Programme KAP study: India; 2006
- Pakistan: World's youth datasheet 2006
- WPF, voices from the holy corners 2010
- Website of Sau Sary Foundation, Cambodia
- www.**rozan**.org/
- www.**hayatfoundation**.com/
- www.unicef.org
- **www.moya**.gov.pk/
- www.moe.gov.pk/
- www.wpfpak.org
- www.**health**.gov.pk/
- www.youth**peer**.org/
- www.wpfpak.org/html/**yan**.html
- www.**aku**.edu/
- www.sahil.org
- www.**unesco**.org.pk/
- www.**nacp**.gov.pk/
- www.**unfpa**.org/
- www.**fpap**ak.org/

Annexure 4: Comparative analysis of LSBE initiatives in Pakistan

Initiative	Organization/donor	Project period	Target age group	In school / out of school	Target area(s)	Minimum standards				Comments
						Youth Involvement	Parental Participation	Participatory methodology	Mini 12 hours	
RHIA (Reproductive Health Initiative with Adolescents)	Plan international Pakistan	2004 onward	Adolescents	Out of school	Initially Mansihra and then scaled up	No	No	No	No	Adolescent friendly services centers to provide information to young people in their leisure time
LSBE in youth centers	UNFPA in collaboration with NGOs	Yearly	Young people male and female	Out of school	10 districts of Pakistan	Yes	No	Yes session based		
LSBE Hamara Kal	Auhung funded by Oxfam Novib, EU	Yearly	Young people male and female	School going	20 schools	Yes	No	Yes	Yes	
PAVHNA	Consortium of NGOs	Yearly	Young people male and female	Out of school	Four provinces	Yes	No	Yes		
Rozan	Rozan, multi donor	Yearly	Young people male and female	Out of schools	Punjab	Yes	No	Yes	No	
RASTI	Not mentioned	Yearly	Young people male and female	Out of school and in school	200 schools	Yes	No	Yes	No	Child-to-child strategy, trains students as master trainers and then they reach out of schools youth
Empowerment of adolescents project	UNICEF YRC	2004-06	Young people male and female	In school and out of school	All four provinces	Yes	No	Yes	Yes	Trainings for scouts and others youth groups
Youth prevention strategy	UNICEF, NACP, GFTAM	2006-7	Young people male and female	In school	All four provinces	Yes	No	Yes	Yes	Inclusion of HIV/AIDS information in life skills based education curriculum
Girls child shield project	Girls Guide of Pakistan UNICEF long term partners	Yearly	Young girls	In school and out of school	Across Pakistan	Yes	Yes	Yes	Yes	Inclusion of life skills in all
Girls Child Project	FPAP a long term partner of UNICEF	Yearly	Young girls	Out of schools	Across Pakistan	Yes	No	No	No	Not direct life skills but empowerment o f girls which create critical life skills
Empowerment of adolescent programme	UNICEF, HAYAT Foundation	Yearly	Young boys and girls	Out of school	Punjab	Yes	Yes	yes	No	Life skills education through Peer education approach
Will and skill	EHAD Foundation		Young boys and girls	In-Schools	Punjab	Yes	No	Yes	No	Planned yet not finalized